



State of Wisconsin
Department of Public Instruction
Elizabeth Burmaster, State Superintendent

*****NEWS RELEASE*****

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12 schools share Comprehensive School Reform funding

MADISON—Twelve schools in six school districts are receiving grants to pursue the second and third years of Comprehensive School Reform projects designed to improve student achievement.

“Comprehensive School Reform has made a significant impact on student achievement,” said State Superintendent Elizabeth Burmaster. “Although federal funding for the program has been eliminated, we felt that Wisconsin’s success with Comprehensive School Reform merited a final year of grants for schools that had already begun school-wide reform projects.”

While federal support for Comprehensive School Reform had been decreasing over the past few years, the 2006 federal budget eliminated all funding to states for the Comprehensive School Reform program. Wisconsin combined remaining 2005-06 funds and federal Title I money to allocate \$620,500 toward a final year of grants. The five second-year schools are receiving full grants for the 2006-07 school year. The seven third-year schools each will receive \$6,500. Schools receiving grants are

- Birchwood K-12 School, \$100,000;
- Bowler High School, \$6,500;
- Lakeland Union High School, \$125,000;
- Madison Metropolitan School District — Allis Elementary School, \$6,500; Cherokee Heights Middle School, \$125,000; Lindbergh Elementary School, \$6,500; and Schenk Elementary School, \$6,500;
- Menominee Indian High School, \$100,000; and
- Milwaukee Public Schools — Benjamin Franklin Elementary School, \$6,500; Cooper Elementary School, \$6,500; Lincoln Avenue Elementary School, \$6,500; and Riverside University High School, \$125,000.

The Comprehensive School Reform Demonstration Program began in 1998 with funds targeted to schools eligible for Title I funding because they serve a student population that disproportionately comes

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from economically disadvantaged families. Before schools could receive Comprehensive School Reform funds, they did extensive planning and fact-finding, established goals for improvement, and selected a method by which those goals would be achieved. The program provided grants for a maximum of three years, and schools were expected to have a plan for sustaining their school reform efforts once the grant funds expired. In Wisconsin, 116 schools completed three years of school-wide reform activities supported by Comprehensive School Reform grants.

Using the Comprehensive School Reform framework, schools receiving grants implemented school-wide reform strategies that are scientifically based and employ innovative and proven methods to improve student achievement and promote parent involvement. Schools coordinate resources for effective schooling and align instruction, assessment, classroom management, and professional development so all students meet challenging state standards. Schools annually submit an end of year report which evaluates both the implementation of school reforms and impact on student achievement.

Key findings from the 2005 Comprehensive School Reform evaluation showed a steady pattern of improved reading and mathematics achievement. Schools showed slight success in the first year of implementation of the reform model, moderate success in the second year, and exceptional growth in the third year, outperforming the Wisconsin average. The patterns of achievement growth were consistent when compared to Wisconsin schools overall, Title I schools, and schools within the Comprehensive School Reform school's district.

"Comprehensive School Reform supported schools that wanted to make institutional change that would reform their learning climate and increase student academic achievement. It is disappointing that federal funding has been eliminated for this successful program, which involved schools, families, and communities working together to improve their children's education," Burmaster said.

Comprehensive School Reform Framework

Requires schools to

- use proven methods and strategies based on scientifically based research for student learning, teaching, and school management;
- use a comprehensive design to affect school-wide change;
- provide high-quality and continuous professional development and training;
- employ measurable goals and benchmarks;
- have support for Comprehensive School Reform activities and goals within the school;
- provide support for teachers and principals through shared leadership and responsibility for reform efforts;
- involve families and the community in planning, implementing, and evaluating school improvement activities;
- use high-quality external support and assistance;
- evaluate program efforts annually;
- coordinate resources among federal, state, local, and private sources to support and sustain improvements; and
- use proven strategies to improve student academic achievement.

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NOTE: Additional information about the Comprehensive School Reform program is available on the Department of Public Instruction website at < <http://dpi.wisconsin.gov/csr/index.html> >.